DOCUMENT RESUME

ED 140 388 EA 009 522

TITLE Regional Experts Meeting on the Asian Programme of Educational Innovation for Development (Bangkok, 25 February - 4 March 1974). Final Report.

INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

PUB DATE 74

NOTE 50p.; For related documents, see EA 009 523-524

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS *Conference Reports; *Developing Nations; *Educational Innovation; Educational Policy; Elementary Secondary Education; Post Secondary Education; Program Descriptions; *Program Development

IDENTIFIERS *Asian Programme of Educ Innovation for Development

ABSTRACT

This publication reports on the Regional Experts Meeting on the Asian Programme of Educational Innovation for Development, which was held by UNESCO in Bangkok from February 25-March 4, 1974. Purpose of the meeting was 1) to examine and review the Asian Programme of Educational Innovation for Development (APEID) and the projects proposed for it, and 2) to review the progress made in implementing recommendations of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia, which was held in Singapore from May 31-June 7, 1971. This particular report focuses entirely on the Bangkok meeting's deliberations, conclusions, and recommendations on APEID; a separate report was prepared to deal with the followup of the Singapore conference. The appendix contains a copy of the Bangkok meeting's agenda, a list of meeting participants, a list of educational centers associated with APEID, and brief summaries of APEID projects. (JG)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED140388

# REGIONAL EXPERTS MEETING
# ON
# THE ASIAN PROGRAMME OF EDUCATIONAL INNOVATION FOR DEVELOPMENT

Bangkok, 25 February - 4 March 1974

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICRO FICHE ONLY HAS BEEN GRANTED BY

UNESCO

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

## FINAL REPORT

EA 009 522

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA

Bangkok, 1974

© Unesco 1974

Second printing 1975

Published by the Unesco Regional Office for Education in Asia
920 Sukhumvit Road
P.O. Box 1425
Bangkok, Thailand

The views expressed in this publication are those of the participants of the Regional Experts Meeting on the Asian Programme of Educational Innovation for Development, and do not necessarily coincide with the official position of Unesco. No expression of opinion is intended herein concerning the legal status or the delimitations of the frontiers of any country or territory.

*The Regional Experts Meeting was convened by Unesco at Bangkok on 25 February - 4 March 1974, with the following terms of reference:*

*i) To examine and review the Asian Programme of Educational Innovation for Development and the projects proposed for it;*

*ii) To review the progress made in implementing the recommendations of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia (Singapore, 31 May - 7 June 1971).*

*The Meeting decided to report separately on the two items in its terms of reference. The present Report therefore records the Meeting's deliberations, conclusions and recommendations on the Asian Programme and projects of educational innovation for development. A companion Report published separately deals with the follow-up of the recommendations of the Singapore Conference.*

CONTENTS

## I. INTRODUCTION


Background . . . . . 1

Participation . . . . . 2

Terms of reference . . . . . 2

Documentation of the Meeting . . . . . 2

Work of the Meeting . . . . . 3


## II. PROCEEDINGS


Review and consideration of the Asian Programme of Educational Innovation for Development . . . . 5


## III. CONCLUSIONS AND RECOMMENDATIONS


Educational Innovation for Development . . . . . 12

Review of preparatory activities . . . . . 12

Institutional framework . . . . . 14

Further programme development . . . . . 15

ANNEX I: List of Centres for association with ACEID . . 17


## APPENDICES


I. Agenda . . . . . i

II. List of Participants . . . . . ii

III. Summary of Projects of APEID (1974-77) . . . . vii

## OFFICERS OF THE MEETING

### Chairman

Dr. Kaw Swasdi Panich

### Vice-Chairmen

Mr. K. Nishida

Mr. Kwan Sai Kheong

### Rapporteurs

Dr. Abdollah Faryar

Mr. T.R. Jayaraman

Dr. Ruth H.K. Wong

Dr. W.M. Zaki

### Secretaries

Dr. A. Latif

Mr. D.J. Vickery

# I. INTRODUCTION

## Background

1. The present Meeting was convened at the invitation of Unesco. Its terms of reference cover two main items: Consideration and Review of the Asian Programme of Educational Innovation for Development (APEID); and a Review of the action taken by the Member States in Asia and by Unesco on the Recommendations of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia which was held in Singapore in May-June 1971 (hereinafter referred to as the Singapore Conference). The Meeting's deliberations are reported separately on each of the two main items of the Agenda.

## Asian Programme of Educational Innovation for Development

2. The Asian Programme of Educational Innovation for Development (APEID) has its origin in Resolution No. 14 of the Singapore Conference and the authorization of the General Conference of Unesco in Resolution 1.211 adopted at its 17th Session.

3. An essential feature of the Asian Programme of Educational Innovation for Development lies in the fact that the projects and activities in the Programme are to be planned, developed and implemented in close co-operation with the participating Member States in Asia. Consequently, following the Resolution of the General Conference, referred-to above, Unesco convened two regional meetings to recommend the activities and projects which might be undertaken in the Programme. The Programme Development Meeting (Preparatory) held in August 1973 formulated the strategies for the Asian Programme; and subsequently, the Programme Development Meeting held in November 1973 developed the projects in technical detail. In July 1973 the Director-General of Unesco addressed a letter to all the Member States in Asia inviting them to signify their interest in participating in the Asian Programme of Educational Innovation for Development and to offer their institutions and centres for association with the Asian Centre of Educational Innovation for Development (ACEID). Following the offers received from Member States, a two-man Identification Mission visited the centres and held consultations with governmental authorities in the countries.

## Follow-up of the Recommendations of the Singapore Conference

4. The Singapore Conference had suggested that Unesco should convene midway between two Regional Conferences a meeting of high-ranking officers from

the Member States, which would review the progress made in implementing the recommendations of the previous conference and give suggestions for the preparation of the next conference.

Participation

5. The participants in the present Meeting were high-ranking officers and scholars and were invited to attend in their personal capacities. The directors/chief executives of some of the national institutions offered for association with APEID were invited to attend as advisers. Representatives from the United Nations Economic Commission for Asia and the Far East (ECAFE), the United Nations Children's Fund (UNICEF), the United Nations Development Programme (UNDP), the United Nations Development Support Communication Service (DSCS), the International Labour Organisation (ILO), and the South East Asian Ministers of Education Organization (SEAMEO) also attended the Meeting and participated in the discussions. A list of participants is in Appendix II.

Terms of reference

6. With reference to Agenda Item 3, the Meeting was invited to review the progress of the Asian Programme of Educational Innovation for Development and to make suggestions and recommendations on the following points:

a) The strategy and design of the Asian Programme of Educational Innovation for Development including its objectives;

b) The projects and activities proposed for APEID including the Asian Centre of Educational Innovation for Development;

c) Identification and selection of centres and projects offered by the Member States for association with the Asian Centre of Educational Innovation for Development.

7. With reference to Agenda Item 4, the Meeting was expected to:

a) Review the progress made so far in implementing the recommendations of the Singapore Conference;

b) Identify the emerging new thrusts and trends in educational development in Asia;

c) Suggest, in the light of (a) and (b) above, further action for implementing the objectives of the Singapore Conference Resolutions.

Documentation of the Meeting

8. The documentation of the Meeting included the following main documents:

8.1 For Agenda Item 3:

a) Progress Report on the Asian Programme of Educational Innovation for Development for the period 1 January - 31 December 1973;

b) Final Report of the Programme Development Meeting (Preparatory) - 6-14 August 1973;

c) Report on Work Plans of APEID, Programme Development Meeting - 5-19 November 1973;

d) Report of the Identification Mission on the Centres and Projects offered by the Member States.

8.2 For Agenda Item 4:

a) Country reports;

b) Report on Unesco's Action on the Recommendations of the Singapore Conference.

## Work of the Meeting

### Inauguration

9. The Meeting was inaugurated by His Excellency Dr. Sukich Nimmanheminda, Deputy Prime Minister of the Government of Thailand. In his inaugural address, the Deputy Prime Minister emphasized the need to promote and strengthen regional co-operation, notably in education and national development.

### Officers of the Meeting

10. At the first plenary session the Meeting unanimously elected Dr. Kaw Swasdi Panich (Thailand) as Chairman; and Mr. Kwan Sai Kheong (Singapore) and Mr. K. Nishida (Japan) as Vice-Chairmen. Mr. T.R. Jayaraman (India), Dr. W.M. Zaki (Pakistan), Dr. Abdollah Faryar (Iran) and Dr. Ruth H.K. Wong (Singapore) were elected Rapporteurs. Mr. T.R. Jayaraman (India) and Dr. A. Faryar (Iran) acted as Rapporteurs for Agenda Item 3 relating to the review of the Asian Programme of Educational Innovation for Development, while Dr. W.M. Zaki (Pakistan) and Dr. Ruth Wong (Singapore) acted as Rapporteurs for Agenda Item 4: Follow-up of the Recommendations of the Singapore Conference.

### Methods of work

11. In the first plenary session the Meeting considered the strategy and design of the Asian Programme of Educational Innovation for Development and reviewed the preparatory work done so far. It then constituted two Working Groups, one to examine in detail the projects proposed in the Programme Areas of Curriculum Development and of Science Education; and the other for

the Programme Areas of Educational Management and of Teacher Training. The projects in the Programme Areas of New Orientations and Structures and Educational Technology, as well as the functions and project activities of the Asian Centre of Educational Innovation for Development, were examined in a plenary session together with the reports of the two Working Groups. Other items in the terms of reference for Agenda Item 3 were dealt with in plenary sessions.

12. Agenda Item 4 was discussed in plenary sessions. The presentation of reports by the participants and of Unesco's report by the Secretariat was followed by general discussions on the points included in the terms of reference.

13. The work of the Meeting was guided and co-ordinated by a Steering Committee composed of the Chairman of the Meeting, the two Vice-Chairmen and the four Rapporteurs, with the Secretariat in attendance by invitation.

The Report

14. The Draft Reports on Agenda Items No. 3 and 4 were discussed and adopted by the Meeting in the concluding session. The Final Reports on the two items of the Agenda incorporate the modifications and changes made in that session.

15. Before the Meeting was declared closed by the Chairman, the participants expressed their appreciation of Unesco's initiative in convening the Meeting, and of the efficient manner in which the Unesco Regional Office for Education in Asia serviced it.

## II. PROCEEDINGS

### Review and consideration of the Asian Programme of Educational Innovation for Development

1. The three main items for consideration before the Meeting were: to review the progress of APEID, to discuss substantive aspects of APEID - the approach, modalities and specific projects, and to identify and select Associated Centres. (The Meeting was informed that 11 Member States had offered centres and that some more offers were expected).

2. The members of the Identification Team (Mr. Bousquet and Dr. Latif) gave an account of their recent visits to some of the Member States. The general impression gained by them was that Asia has gradually transformed itself since the Karachi Conference 11 to 12 years ago. While expansion and the economics of education played an important part at the time of the Karachi Conference, now it is the relevance and developmental aspects of education which are receiving greater attention. There is growing realization that the school, though important, is not the only source of education: non-formal education is as important. Several realistic innovations are under-way.

3. There was a lively discussion on the meaning and definition of innovation. The Meeting stressed that the APEID Programme should concentrate on innovations relating to new problems posed by social and economic development in the Asian region. It was pointed out that "transferability" of experience was crucially important and any project therefore has to be carefully assessed in terms of its transferable elements. It is likely that techniques rather than systems of ideas may be found to have greater transferability. Some participants were of the view that, whether innovative techniques in education were transferable and in precisely what form remained to be proved and ACEID should keep this issue under continuous study. The countries in the region were at different stages and levels of development. Frequently, mere transplantations of successful innovations did not necessarily ensure their retention. Sometimes technologists, rather than technologies, were imported. One participant also stressed the need for "adaptation" of innovative techniques rather than "adoption". However, there was unanimity of view that the desire to innovate must be actively encouraged, as it has been found that mere expansion of existing facilities and methods is not effective. The fact that the Karachi Plan had not succeeded to the extent hoped-for pointed to the need for a change in strategy and tactics.

4. The functions of the Asian Centre of Educational Innovation for Development were discussed at length. While some participants wished to see all areas of education to be covered, others considered that it would be unwise to attempt too much too soon. The attention of the participants was drawn to the Resolutions of the Singapore Conference and the Seventeenth General Conference which dealt specifically with the work of the proposed Asian Centre. It was agreed that the programmes to be undertaken should be geared to the immediate needs of the region, and the main functions of ACEID should be underscored, namely the stimulation and promotion of educational innovation.

5. The question was raised of the relationship between ACEID and other regional and sub-regional organizations, on the one hand, specifically the relationship between SEAMEO and ACEID and international organizations, on the other. It was urged that in order to avoid any possible duplication, there should be consultations with other organizations concerned when the programmes for ACEID and APEID are developed. It was noted that such consultations had indeed taken place with SEAMEO in the two Programme Development Meetings (August and November 1973). The representative of SEAMEO informed the Meeting that SEAMEO's request for establishing a formal relationship with Unesco would be considered at the next session of the Executive Board of Unesco.

6. The representative of the International Bureau of Education/Unesco presented the programme of the IBE, particularly as regards the international reporting service on educational innovation, now being set up in Geneva. This programme should be closely linked to the exchange of information and documentation activities which are one of the major functions of ACEID, and the setting-up of a network of national institutions.

It is important that ACEID be considered from the outset also as a part of a future international system into which it can be readily fitted, when a world network becomes operational. Therefore, there should be some uniformity in the methods to collect, analyse and disseminate information on educational innovations. The IBE has already developed the necessary tools for such a mechanism; these are at the disposal of ACEID. While preserving the regional focus of the Asian Programme, the linking of ACEID with a worldwide system would allow it ready access to relevant material on educational innovation in other parts of the world.

7. Another related problem was the linkages between ACEID and the Associated Centres or Projects. There was general agreement that all Member States should be encouraged to take part in the Programme and that it should be possible in due course that there be at least one centre from each Member State.

8. As regards the choice of Associated Centres, the criteria as proposed in the documentation of the Meeting were acceptable to the participants. It was noted that the Associated Centres are those which have been duly offered by the

Governments of the Member States. The Identification Mission held consultations with the Governmental authorities and saw the programmes and activities of the Centres. In a few cases, and as a result of consultation, some of the centres/projects originally offered have been withdrawn. The Meeting recommended the acceptance of the Centres * listed by the Identification Mission (new centres in the list not included in the original offers of the Governments concerned would be subject to formal confirmation by the Governments). The linking of any specific activity of ACEID with a specific project in a country or a number of countries is a matter for ACEID to negotiate with the Governments concerned. It was further agreed that all participating member Governments should be free to offer centres or projects from time to time. Whenever such offers are received, a visiting mission should discuss the details with the Governments concerned and the approved Centres should be added to the list.

The participant from Malaysia offered the Curriculum Development Centre, Kuala Lumpur, for association with ACEID. He observed that the building of the Centre is not yet completed, but the Malaysians would like to share the experiences they have acquired in science and mathematics education with the other Member States. The participant from Bangladesh affirmed his Government's interest in taking part in the activities of APEID and stated that the question of offering national centres (e.g. the Institute of Educational Research and the Academy of Rural Development) is under active consideration. The participant from the Republic of Korea stated that his Government had advised the Permanent Delegate to Unesco at Paris to inform Unesco of the Government's interest in participating in APEID and is offering the association of the Korean Educational Development Institute. The participant from Nepal said that the offer of a suitable centre/project for association with APEID was under consideration by his Government.

The Meeting noted the statements with appreciation.

9. The question of support and financial contributions from Member States and international organizations was discussed. It was felt that the projects to be selected and the time frame for execution of projects would be determined by funds available. The Meeting was gratified to note that there were offers from Member States for support both in the form of cash contributions and also in kind. Those which cannot give cash contributions in foreign exchange may be able to give contributions in local currency for financing part of the expenditure of projects within their countries. It is expected that most Member States would be able to provide services in kind, such as services of their specialists, use of local laboratory/library facilities, internal transport facilities and subsidized lodging facilities for research workers and trainees. It should also be possible for international organizations such as the IBE/Unesco to contribute financial support for case studies and information materials.

At the Meeting, the representative of UNICEF announced that the Executive Board has agreed in principle to utilize US$15 000 from the Maurice Pate

---

* see Annex 1

Award given to the UNICEF EAPRO region in the current year to support, through ACEID, the inter-project exchange of personnel for transfer of innovative experiences.

The Meeting placed on record its appreciation of the financial support which is being given to this important Programme by Unesco, UNDP and the Government of Japan.

In response to questions, the Meeting was informed that for a four-year period - 1974-1977 about $2 million would be required for the activities proposed (excluding staff costs).

10. While considering the projects in the six programme areas identified, some members would have liked higher education to be included. The general view however was that, since the universities function independently, it might be difficult to execute a programme of innovations in the area of higher education. The role of universities in promoting innovation in the field of school education was recognized and stressed. There are areas such as case studies, comparative studies and field operational seminars to which universities can contribute.

It was also agreed that there need not be only one innovative project for any given problem. Parallel solutions to the same problems are possible and should be encouraged. It is one of the functions of ACEID to promote exchanges of innovative experiences. Further, ACEID should inform Member States even of innovations which did not succeed.

11. As regards training and other activities, the problem of languages, which acted as deterrent for many experts in taking part either as trainees or as resource persons, was pointed out. Such training courses and seminars may have to be conducted on a national or sub-regional basis, taking into account the languages of the areas.

12. The Meeting considered the projects developed at the Programme Development Meeting II, held in November 1973. The projects in the programme areas of Curriculum Development, Science Education, New Structures and Methods in Teacher Training, and Educational Management were first discussed in working groups, and then considered in the plenary session, whereas the projects in the programme areas of New Orientations and Structures in Education, and Educational Technology, and the proposed activities of ACEID were examined in the plenary session. The list of projects, by programme areas, as considered and approved by the Meeting is given in Appendix III. They are listed in order of priority as assigned by the Meeting.

13. About the Programme Area of Curriculum Development there was general agreement that the projects were well conceived. A participant, however, expressed his concern regarding the number of activities incorporated in the curriculum development projects, and suggested that these may be reviewed for possible curtailment if time constraints so require. The Meeting stressed that the three projects come under one conceptual umbrella, and recommended

that they should be combined and numbered as CD/1.1; CD/1.2; and CD/1.3 to indicate their affinity, and to ensure that during the operational phase, the activities of the three are properly synchronized. The projects were approved. In the "schedule of activities" of CD/1.1, it was suggested that item 3 should be amended to read, "Promoting the development of new practices, materials, etc."

14. While considering project CD/1.3, that is the project on examination reform, a view was expressed that tackling the examination problem apart from curriculum development would not be of much use. The present examination system was dictated by the present curriculum: one could not be changed without changing the other at the same time. However, other members felt that it should be possible to improve the examination system even with the existing curriculum.

15. In respect of the six projects in the Programme Area of Science Education, the Meeting recommended the following modifications:

a) Science Education at the second level should also be covered since there is a great deal of experience on that level which can be profitably shared.

b) Science Education should be correlated with other areas besides mathematics, such as languages, under project Sc. Ed/1.1. It was also agreed that Science Education should not only draw upon environment but also contribute to a better understanding of the environment. Appropriate changes should therefore be made on page 107 in the last paragraph, and in paragraphs 2a and 2b of page 108 of the November Meeting Report.

c) The term "writing conferences" should be substituted by "workshops for writers" on page 110 of the November Meeting Report (relating to Sc. Ed/1.1; "Phase II"; second line), and the same phraseology should be followed throughout.

16. During the discussion of the above projects, the question of integrated science teaching was raised. While some participants understood this to mean integration of science with other curriculum areas such as languages, mathematics and environmental studies, there were others who viewed it as integration of different fields of sciences - physics, chemistry, biology and the many others. It was pointed out that an integrated approach was acceptable in all countries for the lower grades of the first cycle of education (that is, up to the age of about 11) but that some countries do not approve of integration beyond that age level. The Meeting felt that the very diversity of views and experiences offered the opportunity for innovative approaches in this field.

17. Another important area is that of non-formal education. Here, the proposal which was finally accepted was to include in the project a new element relating to the use of out-of-school time of school children for science activities.

18. The Meeting also recommended that:

a) In countries where no organizations exist for promoting science education, National Science Centres should be established;

b) The APEID Programme should cover science education projects for the masses (popularization of science).

19. The Meeting considered the nature, the objectives and the modalities of action in the Programme Areas of Educational Management and New Structures and Methods in Teacher Training as determined by the Programme Development Meeting of November 1973, and endorsed them. Moreover, the Meeting assigned priorities to these projects, as indicated in Appendix III.

20. In regard to the programme area of New Orientations and Structures in Education, the Meeting stressed that most Member States have already initiated innovative programmes and therefore the experiences gained should be shared as quickly as possible. For this purpose, there should be considerable flexibility in the programming of activities relating to this programme area.

21. As regards educational technology projects, the feasibility study was supported although past experience, particularly in Japan, had shown that establishment of software banks was not easy. Some members stressed that educational technology should not be merely a field for the intellectual exercise of a few experts. The absorptive capacity of the countries concerned should be taken into account and the technology relevant to them should be encouraged. It was pointed out that educational technology need not necessarily be "sophisticated" technology. It was stressed that the aim in setting up an active network of centres working in the field of educational innovation should be to stimulate operational activities rather than merely the transfer of information. Further, educational technology should be promoted in relation to other areas such as curriculum development, teacher training, new orientations and structures.

22. In discussing the proposed activities of ACEID, its roles were seen as including also those of continuous study, review, evaluation and synthesis. The studies should be carried out mainly from the methodological point of view. The question of how innovations originally arose and succeeded or failed would need continuous study.

23. ACEID will have three principal roles: the first would be promotional, to encourage innovation; the second would be to co-ordinate innovative activities in the region so as to avoid unnecessary duplications (this would also involve clearing-house functions); the third role envisaged is that of filling gaps, providing the missing links in the national efforts at innovation. While discharging these roles, ACEID would have to be realistic in its approach and the scope of activities it undertakes.

25. Participants stressed the importance of built-in self-evaluation of projects. Further, it was agreed that there should be independent or external evaluation of ACEID and APEID at a suitable stage. It was also important that APEID activities and projects should be planned on a relatively longer programming cycle with suitable provision for 'rolling' adjustments on a biennial basis.

## III. CONCLUSIONS AND RECOMMENDATIONS

### Educational innovation for development

1. The Meeting agreed with the view expressed both by the August 1973 Meeting and the Programme Development Meeting of November 1973 that innovation in education is not a goal or end in itself. It is a process of planned change designed to achieve certain goals. In the context of the Asian countries, the main goal of educational innovation is development. Educational innovation should therefore be an energizing force for the achievement of social, cultural and economic development.

### Review of preparatory activities

#### Participation of Member States in APEID

2. The Meeting noted with satisfaction the expression of strong support to APEID which the Member States in Asia have communicated formally to the Director-General of Unesco. Up to the date of the Meeting, 15 Member States have officially announced their intention to participate in APEID. * At the Meeting, the chief participants from Bangladesh and the Republic of Korea affirmed their countries' support. The interest and support of 17 Member States of Asia having been positively established, the Meeting recommended that the Asian Programme of Educational Innovation for Development should be made immediately operational and that implementation of activities foreseen in it should start.

#### Objectives of APEID

3. The Meeting reviewed and endorsed the long-range objectives of the Programme as formulated by the August 1973 Meeting within the framework of Resolution 1.211 of the General Conference of Unesco. The long-range objectives of the Programme should be:

a) to promote awareness of the need for innovation and of possibilities for change;

b) to promote understanding of the processes and practices of innovation with a view to encouraging systematic experimentation and accelerating the adoption of educational innovations in response to problems of development;

---

* Afghanistan, India, Indonesia, Iran, Japan, Khmer Republic, Laos, Malaysia, Nepal, Pakistan, Philippines, Singapore, Sri Lanka, Thailand, and the Republic of Viet-Nam.

c) to assist the Member States in creating and strengthening national capabilities in terms of personnel, techniques and management capacity for the development and use of innovations in education linked to the needs of national development;

d) to identify and stimulate innovative activities and co-operative action among the Member States;

e) to promote inter-country transfer of experience.

While the primary focus of the Programme is on the promotion of educational innovations and the sharing of experiences among the Member States in Asia, the Programme should draw upon information, materials and experiences from other parts of the world also.

The Meeting stressed that the activities under the Programme should be organized and carried out in close co-operation with international bodies constituted by the Member States of the Asian region and other appropriate organizations pursuing similar objectives.

Modes of operation

4. Special emphasis should be given to the participatory nature of the activities carried out in the Programme. The modes of operation would comprise technical and consultancy services by ACEID and the Associated Centres; activities designed for transfer of experiences, such as operational seminars, inter-project exchange of personnel and visitations; workshops and meetings designed as integral steps in the development or implementation of a project; support to pilot and experimental projects, especially those which are locally developed with local resources in order to meet specific needs or solve specific problems in the Member States; development of active networks of information exchange among the Member States in the region with links connecting with worldwide systems of information (e.g. International Bureau of Education/ Unesco); and promoting establishment of National Development Groups in Educational Innovation.

Project activities of APEID

5. The Meeting endorsed the criteria formulated by the Programme Development Meeting (November 1973) for developing the projects and activities of APEID, namely:

i) The programmes of educational innovation should serve the objectives of development in the Member States and should aim at increasing each Member State's capacity to develop and use educational innovations to meet their development needs and reach their educational goals, including the goal of making education available to the whole community as the means for the full development of human resources.

ii) The programme should have a multiplier effect and the capacity for problem-solving;

iii) The programme of educational innovation should lead to greater effectiveness at lower cost by achieving increased output or reduction of unit cost;

iv) The programme should have the potential for inter-country transfer of experience. Such transfer of skills and knowledge can be promoted through practical examples and demonstrations in concrete enterprises and projects.

6. Having examined the projects prepared by the Programme Development Meeting (November 1973), the Meeting endorsed them and recommended that they should become operational according to the time-schedule indicated for them. The Meeting also recommended modifications of certain projects as previously indicated in Section II - Proceedings.

Implementation

7. The totality of project activities would create a considerable workload which could be considered excessive if it were to be carried by any single body. APEID however is a network of centres and, given the participation of these Associated Centres, the participants expressed the hope that it will be possible to carry out the projects as scheduled.

8. In the implementation of the projects, the Meeting stressed the importance of involving closely the participating Member States, of giving them timely information about the activities which are proposed to be undertaken from time to time and of their progress.

9. The Meeting urged that each project should have a built-in element of evaluation. In addition, a project-by-project as well as overall review of the Programme should be made annually in collaboration with the participating Member States. At a later stage, possibly 1975 or 1976, an overall external evaluation should be carried out both to assess the progress made as well as to delineate directions for future development.

Institutional framework

10. The Meeting approved of the functions proposed for the Asian Centre of Educational Innovation for Development, namely, the promotion and support of educational innovation in Asia, co-ordination of innovative efforts and facilitating flow of information and materials relating to educational innovation. The Meeting recommended that to these functions be added one more, namely, the identification and filling of "gaps" in the national efforts at innovation and the exploring of the growth points.

11. The Meeting recommended that ACEID should develop close links with other international organizations, and in particular work closely in the development and implementation of its activities with the international bodies constituted by the Member States of the Asian region and pursuing similar objectives.

12. Having considered the report of the Identification Mission, the Meeting approved the criteria for the selection of Associated Centres and recommended that the Centres mentioned in the Mission Report be considered for association with ACEID. (The list of Centres is reproduced at Annex 1).

13. Some of the Member States have made offers of their centres/projects only recently and the Identification Mission was not able to visit these countries. The Meeting recommended that these countries, as well as others, which may hereinafter make offers, be visited by a mission to be constituted by ACEID, which should hold consultations with the governmental authorities and report to the Unesco Regional Office, Bangkok, for associating the centres.

14. The governmental authorities in the countries which have offered their centres are well aware of the fact that APEID is essentially dependent on mutual help among the Member States. International assistance is intended to supplement and strengthen the efforts contributed by the Member States themselves. The terms of association between the centres and the Asian Centre of Educational Innovation for Development should provide for the Associated Centre which acts as host to a project or activity to make available:

a) facilities of the associated centre for development work connected with APEID projects (experts' time, use of laboratory and equipment, administrative supporting services, etc.);

b) facilities for local field testing of materials;

c) staff time of the specialists in the Associated Centre for work connected with APEID;

d) local travel within the country of participants from other countries;

e) provision of lodging and other accommodation at concessional rates.

The Meeting expressed the hope that the Governments of the participating Member States would also consider making voluntary cash contributions in support of APEID, in the form of local currency contributions or, wherever possible, in other currencies.

Further programme development

15. Innovation is a dynamic process in which each phase of development generates the momentum for a multiple series of succeeding phases. It is important to bear this in mind in programming APEID activities.

16. The Meeting approved of the selection of six Programme Areas for the present phase of APEID but stressed that in further development, the inclusion of other programme areas should be kept in view. The Meeting considered it advisable that ACEID's association with a project should not continue indefinitely, but rather, deliberate efforts should be made to seek the association of new innovative projects. In the case of centres, the Meeting was of the opinion that their continued association should be reviewed periodically in terms of any fresh projects that they may have to offer.

17. The Meeting recommended that the programming cycle for APEID should be longer than the present cycle of four years in which its activities are programmed, and there should be a provision for 'rolling' adjustments to be made biennially.

# ANNEX I

## LIST OF CENTRES
## FOR ASSOCIATION WITH APEID

ANNEX I

List of Centres for association with ACEID

INDIA

| Centres | Projects |
|---|---|
| National Council of Educational Research and Training | Curriculum development: Social studies, sciences and mathematics. |
| | Science education / Production of science equipment, textbooks and supplementary material. |
| | Production of social studies textbooks and supplementary material. |
| | Educational technology: Designing educational toys. |
| | Ungraded primary schools. |
| Ministry of Education | Non-formal education: Experimental rural education programme focusing on creation of agricultural jobs. |
| | Non-formal education: School as a centre of community development. |
| | Non-formal education: Educational programme for young people out of school. |
| National Staff College for Educational Planners and Administrators | Survey of educational innovations in India. |
| | Field operational seminars on the management of innovations. |

*Annex I*

List of Centres for association with APEID (cont'd)

IRAN

| Centres | Projects |
|---|---|
| National Centre for Adult Education and Training | Functional literacy (Textile and mining). |
| Institute of Planning and Research for Science and Education | Documentation on education. |
| Ministry of Education | The "Army of Knowledge": high school graduate army conscripts volunteering for teaching in remote rural areas.<br><br>Special education programme for nomadic tribes.<br><br>Production of textbooks and supplementary reading material.<br><br>Education of deaf-dumb children. |
| Ministry of Higher Education and Science | Correspondence courses: teacher training at university level.<br><br>Training of rural school teachers as rural development workers for small villages. |
| Plan Organization | Demonstration schools (primary, guidance, secondary, vocational). |
| Bu Ali Sina University, Hamadan | Science teacher training. |

List of Centres for association with APEID (cont'd)

INDONESIA

| Centres | Projects |
|---|---|
| Office of Educational Development (B.P.P.) | Formulation of life-skills and relevant objectives. Survey among coastal and agricultural population on the skills most necessary for work, health and social life; identification of instruction (formal and non-formal) best adapted to these objectives. |
| | Mass delivery system at the primary school level (an INNOTECH project). |
| | School-community co-operation ("Jombang Project"). |
| | Development schools pilot project: laboratory work in science and work experience in workshop. |

*Annex I*

List of Centres for association with APEID (cont'd)

JAPAN

| Centres | Projects |
|---|---|
| Educational Technology National Centre, and also a network of associated centres of educational technology attached to universities or other institutions | Design, fabrication and use of simple teaching machines.<br><br>Computer assisted instruction.<br><br>Use of educational technology in special education.<br><br>Instruction of specialists in audio-visual aids (hardware and software). |
| National Institute of Educational Research | Field operational seminars in educational innovation. |

List of Centres for association with APEID (cont'd)

PAKISTAN

| Centres | Projects |
|---|---|
| National Bureau of Education, Curriculum Development and Textbooks (Islamabad) | Participative planning of primary school curricula by Federal and Provincial educational centres / institutions. |
| Co-operating Centres / Institutions: | |
| - Curriculum Development Centre (Lahore) | Pre-installation field testing of new curricula with participation of teachers, students and local community (micro-testing). |
| - Curriculum Development and Extension Centre (Peshawar) | Introduction of pre-vocational (agricultural and / or industrial) activities in grades VI, VII, VIII. |
| - Curriculum Development and Extension Centre (Hyderabad) | Production of inexpensive textbooks |
| - Education Extension Centre (Quetta) | |
| - the Institutes of Education and Research at Peshawar, Lahore and Hyderabad | |
| Science Equipment Technical Assistance Centre (Lahore) | Designing and testing of prototype science equipment for local production. |

*Annex I*

List of Centres for association with APEID (cont'd)

PHILIPPINES

| Centres | Projects |
|---|---|
| Department of Education | Productive formal and non-formal educational programmes such as "Masaya" agricultural high schools, Youth civic action programme for student teachers, Manpower training centres for out-of-school youth, Bayanihan Youth Settlement project, President project (revolving capital for vocational productive schools in backward areas). |
| National Research and Development Centre for Teacher Education (University of the Philippines) | Teacher training. Common courses for primary and secondary school teachers.<br>Teacher training. Field Operational Seminar on Teacher Training Innovations in the Asian region (in collaboration with other centres). |
| Science Education Centre (University of the Philippines) | Curriculum, planning, textbook production and in-service teacher training in sciences |

List of Centres for association with APEID (cont'd)

SINGAPORE

| Centres | Projects |
|---|---|
| Singapore Educational Media Service (SEMS) | On-the-job training in installation and operation of a school TV |
| Institute of Education | Modules for training of teachers of technical education<br><br>Curriculum development for teacher training |
| Professional Wing, Ministry of Education | Primary education pilot project: Linking instruction in English with sciences and mathematics and that in the second language with "education for living" and arts and crafts. |

*Annex I*

List of Centres for association with APEID (cont'd)

SRI LANKA

| Centres | Projects |
|---|---|
| Curriculum Development Centre | Primary schools: Curriculum-sequential subject-wise instruction replaced by learning activities around themes of practical local interest.<br><br>Secondary school curriculum (grades VI-IX): Productive activities as centre of sciences and mathematics instruction.<br><br>Evaluation: Designing of tests for evaluation of competence in applying scientific methods in problem solving. |

APPENDICES

I. Agenda

II. List of Participants

III. Summary of Projects of APEID (1974-1976)

APPENDIX I

## AGENDA

1. Election of Officers of the Meeting

2. Provisional Schedule of Work

3. Consideration and Review of the Asian Programme of Educational Innovation for Development and of the proposed projects thereunder

4. Follow-up of the implementation of the recommendations of the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia held at Singapore in May-June 1971

5. Adoption of the Report

APPENDIX II

## LIST OF PARTICIPANTS / LISTE DES PARTICIPANTS

### PARTICIPANTS

| | | |
|---|---|---|
| Afghanistan | : | Dr. M. Siddiq<br>Deputy Minister of Education<br>Ministry of Education, Kabul |
| Bangladesh | : | Dr. A.K.M. Kabir Chowdhury<br>Secretary<br>Ministry of Education, Cultural Affairs and Sports<br>Dacca |
| India / Inde | : | Mr. T.R. Jayaraman<br>Joint Secretary<br>Ministry of Education and Social Welfare<br>New Delhi 3 |
| Indonesia / Indonesie | : | Mr. M. Makagiansar<br>Director-General for Education<br>Ministry of Education, Jakarta |
| Iran | : | Dr. Nasser Movafaghian<br>Special Adviser to the Minister of Education<br>Ministry of Education, Teheran |
| Japan / Japon | : | Mr. K. Nishida<br>Secretary-General<br>Japanese National Commission for Unesco<br>2-2 Kasumigaseki Sanchome, Chiyoda-ku, Tokyo, 100 |
| Khmer Republic / République khmère | : | M. Im Saroeun<br>Directeur-Général de l'éducation<br>Ministère de l'éducation nationale et de la culture<br>Phnom-Penh |
| Korea, Republic of / République de Corée | : | Professor Yung Dug Lee<br>Director<br>Korean Educational Development Institute<br>#8-20 Yejang-dong, Chung-ku, Seoul |
| Laos | : | M. Oudone Warinthrasak<br>Directeur de l'enseignement normal<br>Ministère de l'éducation nationale, des Beaux-Arts et des Sports-Jeunesse, Vientiane |

| | | |
|---|---|---|
| Malaysia / Malaisie | : | Tuan Haji Hamdan bin Sheikh Tahir<br>Director-General of Education<br>Ministry of Education, Federal House, Kuala Lumpur |
| Nepal | : | Mr. T.M. Shakya<br>Joint Secretary<br>Ministry of Education, Kathmandu |
| Pakistan | : | Dr. W.M. Zaki<br>Joint Educational Adviser<br>Ministry of Education and Provincial Co-ordination, Islamabad |
| Philippines | : | Mr. Narciso Albarracin<br>Under-Secretary of Education<br>Department of Education, Manila |
| Singapore / Singapour | : | Mr. Kwan Sai Kheong<br>Permanent Secretary for Education<br>Ministry of Education, Kay Siang Road, Singapore 10 |
| Sri Lanka | : | Dr. P. Udagama<br>Secretary<br>Ministry of Education, Malay Street, Colombo 2 |
| Thailand / Thailande | : | Dr. Kaw Swasdi Panich<br>Director-General<br>Department of General Education<br>Ministry of Education, Bangkok |
| USSR / URSS | : | Mr. S. Tanguiane<br>Academy of Sciences, Moscow |
| Republic of Viet-Nam / République du Viêt-Nam | : | Dr. Pham Huu Hiep<br>Assistant spécial du Ministre de l'éducation pour la Recherche et le Développement sur l'éducation<br>Ministère de l'éducation, Saigon |

ADVISERS / CONSEILLERS

| | | |
|---|---|---|
| India / Inde | : | Professor M.V. Mathur<br>Director<br>National Staff College for Educational Planners and Administrators, New Delhi |
| Indonesia / Indonésie | : | Dr. Santoso S. Hamijoyo<br>Chairman<br>Office of Educational Development (BPP)<br>Ministry of Education, Jakarta |

ADVISERS / CONSEILLERS (cont'd)

| | | |
|---|---|---|
| Iran | : | Dr. Abdollah Faryar<br>Deputy Secretary-General<br>Committee for Literacy Programme, Téhéran |
| Japan / Japon | : | Dr. T. Nakano<br>Associate Dean of Graduate School<br>International Christian University<br>Osawa, Mitaka, Tokyo |
| Philippines | : | Dr. A. T. Morales<br>Director<br>National Research and Development Centre for Teacher Education<br>University of the Philippines, Diliman, Quezon City |
| Singapore / Singapour | : | Dr. Ruth H. K. Wong<br>Director<br>Institute of Education, Singapore |

REPRESENTATIVES / OBSERVERS

REPRESENTANTS / OBSERVATEURS

| | | |
|---|---|---|
| Development Support Communication Service (DSCS) | : | Mrs. Mallica Vajrathon-Childers<br>Co-ordinator |
| ECAFE / CEAEO | : | Mr. Keith Emrich<br>Officer<br>Social Research and Planning Section<br>Division of Social Development, Bangkok, Thailand |
| ILO / BIT | : | Mr. K. Sato<br>Unesco Expert in Educational Planning attached to the ILO/ARTEP Project<br>Bangkok, Thailand |
| SEAMEO | : | Dr. Chetana Nagavajara<br>Programme Development Assistant<br>SEAMES<br>Darakarn Building<br>920 Sukhumvit Road, Bangkok, Thailand |
| | | Dr. Huynh Dinh Te<br>Programme Analyst<br>SEAMES<br>Darakarn Building, 920 Sukhumvit Road<br>Bangkok, Thailand |

REPRESENTATIVES / OBSERVERS (cont'd)

REPRESENTANTS / OBSERVATEURS (suite)

SEAMEO (cont'd) : Mr. Chin Pin Seng
Director
SEAMEO Regional Centre for Education in Science and Mathematics (RECSAM)
Glugor, Penang, Malaysia

Dr. Winarno Surakhmad
Deputy Director
SEAMEO Regional Centre for Educational Innovation and Technology
Saigon, Republic of Viet-Nam

UNDP / PNUD : Mr. Matthias A. Peters
Assistant Regional Representative
Bangkok, Thailand

UNICEF / FISE : Mr. Yehia H. Darwish
Regional Director
UNICEF East Asia and Pakistan Regional Office
Bangkok, Thailand

Mrs. Margaret Gaan
Deputy Regional Director
UNICEF East Asia and Pakistan Regional Office
Bangkok, Thailand

UNESCO SECRETARIAT

Unesco Headquarters, Paris / Siège de l'Unesco, Paris

Mr. W.J. Platt
Director
Department of Educational Planning and Financing

Mr. R. Ochs
Director
Division of Curricula and Structures
Department of Curriculum, Structures and Methods of Education

Mr. E. Prabhakar
Programme Specialist
Division of Methods, Materials and Techniques
Department of Curriculum, Structures and Methods of Education

*Appendix II*

UNESCO SECRETARIAT (cont'd)

Mr. J. Vaska
Programme Co-ordinator
Unesco-International Bureau of Education
Palais Wilson, CH-1211, Geneva 14, Switzerland

Mr. R. R. Iyer
Programme Specialist, Methods and Analysis Division
Department of Social Sciences

Mr. J. Bousquet, Consultant, Unesco

Unesco Regional Office for Education in Asia, and
Asian Centre of Educational Innovation for Development, Bangkok

Bureau régional de l'Unesco pour l'éducation en Asie et
Centre asien d'innovation éducative en vue du développement, Bangkok

Mr. Raja Roy Singh, Director

Mr. M. Berryessa, Educational Adviser

Mr. P. Cailhau, Translator

Mr. A.W.P. Gurugé, Specialist in Educational Planning and Administration

Mr. C.S. Hakansson, Specialist in Science Education Equipment

Mr. K. Kurimoto, Administrative Officer

Mr. A. Latif, Chief, ACEID

Mr. M.S. Ramos, Regional Adult Education Adviser

Mr. J. Ratnaike, Educational Adviser

Mr. W.A. Simpson, Publications Officer

Mr. R.M. van Drimmelen, Programme Assistant in Educational Research

Mr. D.J. Vickery, Principal Architect

Interpreters / Interprètes

Mr. R. Frank  Mrs. C. Morgan  Mr. J. Woronoff

APPENDIX III

## SUMMARY OF PROJECTS OF APEID (1974-77)

The programme of work for the next four years is focused on six main fields of activity or Programme Areas, namely:

1. New Orientations and Structures in Education, with a view to identifying and mobilizing the unused and under-utilized potentialities of society for educational purposes, and to interlinking school and out-of-school education, work and learning, according to the concept of lifelong education.
2. Educational Management, with a view to developing and promoting innovative management approaches and techniques and to preparing personnel for the management of educational innovations.
3. Curriculum Development, with a view to evolving techniques of curriculum analysis, development, diffusion and evaluation, in order to make curriculum and instruction relevant to national conditions and development goals.
4. Educational Technology, with a view to evolving new strategies and systems in learning and teaching, familiarizing key personnel with the approaches and potentials of educational technology, and the training of specialists.
5. New Structures and Methods in Teacher Training, with a view to reconstructing teacher education systems, integrating pre-service and in-service training for both formal and non-formal education, based on the concept of lifelong learning for teachers.
6. Science Education, with a view to developing innovative programmes and techniques, to improving the quality of both in-school and out-of-school science education, and to stimulating the development and production of new science equipment.

### PROGRAMME AREA 1: NEW ORIENTATIONS AND STRUCTURES IN EDUCATION

In many Asian countries, new orientations of education and new approaches to its structuring are being explored. Basic concepts such as democratization of education, lifelong education, work and learning inter-relationship and the integration of learning in school and out-of-school, are being studied and tested. APEID will support these trends by providing technical information

and consultant services to national authorities and educators. To this end, the following projects have been proposed:

a) National Inventories of New Orientations and Structures in Education (Project No. : NOS/1)

Even where alternatives in educational orientations and structures are initiated in Asia, information about them is so sparse that the Member States are unable to benefit from the experiences gained. National inventories in this field will be a way of providing the Member States with knowledge on a wide spectrum of relevant activities and the factors contributing to their success. The inventories should stimulate national awareness of the importance of reorienting and restructuring education, and of possibilities of mobilizing unused and under-utilized resources.

b) Case Studies of New Orientations and Structures in Education in Asian Member States (Project No. : NOS/2)

The inventories under Project No. : NOS/1 are expected to disclose experiments or system-wide changes, which, because of their magnitude and scope, would call for in-depth analysis in the form of case studies - particularly experiments with high adaptability potential in other countries of the region. Nine broad areas of study are envisaged, namely, (i) school and community integration; (ii) restructuring formal school systems; (iii) restructuring the content of schooling; (iv) linking school and out-of-school education; (v) skills development training; (vi) adult education and continuing education; (vii) education in direct relation to development programmes; (viii) production and utilization of human resources; (ix) mobilization of unused and under-utilized educational resources. The experiences of Member States will be shared as quickly as possible.

c) Pilot Experiments in Alternative Forms in Education (Project No. : NOS/3)

This project is designed to support Member States in launching pilot experiments. First, Operational Seminars will be organized for personnel from interested Member States, to conduct intensive on-the-site observations and studies of significant on-going projects in Asia. Second, Mobile Task Force services of specialists will be made available to Member States which wish to install their own pilot experimental projects.

d) Operational Study of Unused and Under-utilized Educational Potentialities (Project No. : NOS/4)

The project is aimed at developing a methodology, adaptable and applicable to different environments, by which the unused and under-utilized educational potentialities in communities can be identified and brought to use. The study will include such factors as: community and family resources, vocational-technical education programmes supported by factories and firms, mass media, potential schooling facilities, potential educational personnel and research capabilities. ACEID will support the exercise through the provision of consultant services, reference materials and data processing facilities.

e) Follow-up National Seminars (Project No. : NOS/5)

Through this project the Member States are assisted in making maximum use of the information and experiences generated through Project Nos.: NOS/1, NOS/2, NOS/3 and NOS/4. Three-week Seminars will be held at the request of the Government for top- and middle-level personnel (governmental and non-governmental) from various sectors in the society and economy, particularly those responsible for programme implementation.

## PROGRAMME AREA 2: EDUCATIONAL MANAGEMENT

The introduction of innovations in education systems implies corresponding innovations in management, both to improve the quality of management itself and to initiate and manage the innovation process.

Therefore, the overall objective of the projects under this Programme Area is to contribute to making educational management in Member States more efficient, and innovative, so that it will perform effectively its service function of assisting the planning, development and implementation of innovative programmes at all levels of formal and non-formal education systems.

a) Training in Educational Management and Management of Innovations (Project No. : EM/1)

The objective of the project is to strengthen national capacities in educational management and the application of suitable modern management techniques to educational reform. The training programmes are expected to serve a catalyst function of ensuring renewal of knowledge and skills of key personnel and improving the organizational climate for innovation in the Member States. The programme has four elements, namely:

i) Annual Intensive Educational Management Courses at the regional level, for those who have responsibilities for the training of educational administrators in their countries (multiplier effect);

ii) Mobile Training Teams, for country-level training courses;

iii) Development of training materials such as workshop designs, simulation exercises and handbooks, for dissemination to the Member States;

iv) Support services by ACEID in the form of a Resource Centre, to collect instructional materials which Member States may obtain on loan, on request.

b) Case Studies on Educational Management and the Management of Innovation (Project No. : EM/2)

The principal objective of this project is to record for wider dissemination and sharing of experience the national experiences of Member States in designing, implementing and evaluating innovations in educational management.

Attention will be given to cases demonstrating reforms in: (i) organizational patterns and procedures; (ii) alternative measures of financing education; (iii) organization and techniques of educational planning; (iv) adaptation of management techniques; and (v) innovative educational institutions. The project will specially collate the experiences of Asian Member States in organizational arrangements made for the management of educational innovations.

The project will be organized as a continuing service in relation both to the search for cases and the commencement of studies.

c) Operational Survey of Educational Management Problems and Practices in Member States - Country-Based Operation (Project No. : EM/3)

The advisability of reforms in educational management founded on the systems approach, is widely recognized. However, in many situations the inadequacy of valid operational data on existing systems and procedures makes such reform extremely difficult. There is thus an urgent need to assist the Member States, on request, to examine their educational administrative systems - the strong and weak sides - through analytical and diagnostic operational surveys, and in designing objective-based management structures.

x

## PROGRAMME AREA 3: CURRICULUM DEVELOPMENT

In many countries in Asia, there is a growing recognition of the need to modernize the curricula, teaching methods and examination systems, through the application of new concepts and techniques of curriculum development. Many countries have established, or are in the process of establishing, new organizations for curriculum development in the form of curriculum development groups, councils or national institutions. In some countries, experimental schools are being established to adapt, try out and evaluate new curricula, instructional methods and new forms of organization. APEID will support these curriculum development activities in the Member States through the projects summarized below. Essential principles such as the integration of formal and non-formal education, the need for multi-disciplinary approaches, and the integrated approach to strengthening national capabilities in curriculum design, development, diffusion and management have been fully incorporated in the projects.

a) The Promotion of Co-ordinated and Cyclic Programmes of Curriculum Regeneration in Basic Education Directed Towards Development (Project No. : CD/1.1)

Through this project participating Member States will be supported in: (i) developing co-operatively suitable approaches for the generation of core curricula for Basic Education; and (ii) establishing the necessary manpower and procedures to follow it through in local adaptations and variations according to the specific needs of target populations, including the disadvantaged, both in and outside of school.

The project will have a cyclic structure, with five stages, namely: preparatory review and survey of on-going curriculum development projects and problems in the Member States; a stage for training and sharing of experiences; a stage of development of new procedures and materials; renewed sharing of experiences; and an evaluation stage.

The training programme will be diversified, including: Orientation Visits to curriculum development projects, for high-level decision makers (about 10 persons per year); In-Country Training of technical cadres in curriculum development, at the request of Governments, through Mobile Training Teams (2 countries per year); Exchanges and Specialized Training among staffs at Associated Centres and within interested Member States; training materials such as Self-Learning Kits for use and study in the trainee's home base; and other services such as Task Force Operations and Documentation and Literature Exchange.

b) Development of Strategies for Diffusing Curriculum Innovations (Project No. : CD/1.2)

Educational innovations, particularly those in the field of curriculum, can only be successful if they have been consolidated within major systems of instruction and learning. It is necessary to sensitize curriculum workers and others concerned about a variety of factors and forces inhibiting the diffusion of innovations throughout the system, and to share with them new approaches and techniques of curriculum diffusion.

The project aims at collecting and disseminating relevant information that is available, and supporting pilot studies on the development of diffusion strategies. The emphasis will be mainly, but not exclusively, on the first level of education. The project will thus be complementary to the development and training activities in Basic Education under Project No. : CD/1.1.

c) Promoting Development of New Examination Systems and Pupil Evaluation Techniques (Project No. : CD/1.3)

Attempts made in the past to reform curricula have failed for a variety of reasons, one of the most important reasons being the nature of traditional examination systems.

Several Member States in Asia are actively engaged in fresh attempts to devise better techniques for diagnostic, formative pupil evaluation, and in reforming examination systems as selection devices. Since a relatively long timelead and a great deal of expertise and effort on the part of the Member States are required, a project on curriculum evaluation has been included. Inputs from APEID comprise the training of key personnel, documentation and advisory services.

PROGRAMME AREA 4: EDUCATIONAL TECHNOLOGY

Through the APEID projects in educational technology the Member States are encouraged to share relevant information and to study and apply new strategies for the development of education systems, using the fundamental principles and approaches of technology. Also, the projects support Governments in strengthening their national capabilities in educational technology as a matter of priority. Six projects have been suggested and are listed below by priority. *

---

* The order of priority was recommended by the Regional Experts Meeting (Bangkok: 25 February - 4 March 1974).

a) Development of a Regional Information Exchange System on Educational Technology (Project No. : ET/1)

There is an urgent need in Asian Member States for effective exchange of information on the application and latest developments of educational technology. Under this project technical information in the form of loose data sheets, papers and packages will be produced, assembled and widely disseminated. This information system - which should also support activities for training in educational technology - will initially be built around one of the Associated Centres. Resource persons in the Member States will collect and relay relevant information to the Associated Centres.

b) Case Studies and In-Depth Evaluation of Selected Educational Technology Programmes in the Asian Region (Project No. : ET/2)

As increasingly more educational authorities and workers consider applying educational technology to educational development on a wide scale, the need is felt for systematic in-depth scrutiny of on-going projects and compilation of detailed technical data and expertise, through case studies, with a view to sharing them among Member States. The studies will be undertaken by national Study Teams in the Member States, with methodological and communications support from ACEID.

c) Promotion, Training and Orientation in Educational Technology (Project No. : ET/3)

The activities under this project will include regional orientation and training courses at the Associated Centres, and country-level training workshops, through Mobile Training Teams in Educational Technology. The Associated Centres and ACEID will develop and make available training materials and packages for different audiences including key decision makers, teacher educators and educational technology specialists, based on carefully selected course modules. The training programmes also include observation-study tours to Educational Technology Institutions. The participants in the training courses will be encouraged and assisted in developing course materials for use in their home countries.

d) Mobil Study Seminars on Alternative Models for Developing and Installing Educational Technology Services at the National Level (Project No. : ET/4)

The project is designed to facilitate decision-making on suitable models for the development and installation of Educational

Technology Services in the Member States, through Mobile Study Seminars on alternative models. Personnel responsible for developing Educational Technology Services will be given the opportunity to visit a study different institutions operational in this field. Follow-up technical and consultant services to Member States will also be provided.

e) Problem-Oriented Pilot Projects in the Use of Educational Technology (Project No. : ET/5)

The potentiality of educational technology as a strategy for solving educational problems would have to be effectively demonstrated in local conditions in the Member States in order to be recognized by decision makers and educational personnel. The project aims at exhibiting this potentiality of educational technology, including cost-effectiveness aspects, and developing (transferable) alternative education systems as a co-operative undertaking between APEID and interested Member States, on their request. The projects should be carried out by national Study Teams with assistance from local experts and personnel from ACEID and Associated Centres.

Some of the suggested problem areas are: the development of new models for pre service and in-service training programmes for teachers; the development of training programmes for teachers; the development of training programmes for out-of-school youth; the learning of languages in a multilingual society; and the optimization of the use of facilities and personnel in educational institutions of different sizes and locations.

Field Seminars at the locale of pilot projects will be organized with a view to sharing experiences among key personnel in interested Member States.

f) Feasibility Study on the Establishment of a Regional Software Bank (Project No. : ET/6)

It has been observed that the production of software materials in educational technology programmes calls for considerable initial investments. Therefore, it would be cost saving if software produced in one country could also be utilized in other countries. The transferability of such materials, both in its aspect of relevance to large "consumer groups" in Asia and the institutional support it requires, such as a Software Bank and a network of resource persons/institutions, is studied under this project.

## PROGRAMME AREA 5. NEW STRUCTURES AND METHODS IN TEACHER TRAINING

Most Asian countries face the serious problem of inadequacy - both quantitative and qualitative - of their teaching forces. So critical is the need for reforms in teacher education that high priority must be given to evolving new structures and methods which are not bound by existing assumptions about duration, location and content of training, and to sharing the experiences this would generate. The following projects have been suggested for implementation in APEID, in this field. *

a) Promotion of Advanced-Level Workshops for Teacher Educators in the Member States (Project No. : TT/1)

One important way in which teacher educators can be prepared to serve as innovators is through Advanced-Level Workshops, where participants can build upon their experiences through a process of problem diagnosis and evaluation. The establishment of Advanced-Level Workshops in Member States will be promoted in two ways, namely: (i) by providing a set of guidelines and illustrations; and (ii) by giving regional orientation courses for key teacher educators from Member States who express their interest in establishing an Advanced-Level Workshop.

b) The Design of Modules for a Core Curriculum of Teacher Education (Project No. : TT/2)

The development of core curriculum modules for teacher education would enable Member States to decentralize teacher training and set up "locality" centres where these self-study materials are available to prospective students who cannot normally attend courses in the urban areas. Thus, national capacities are strengthened to develop self-renewing processes in teacher education. The modules would bring theory and practice together, and would cover priority aspects of instruction such as: (i) classroom skills; (ii) relationships with pupils, fellow teachers, parents and the community; and (iii) personal development. They should be appropriate for national adaptation and also be useful in training courses for teacher educators. The development of prototype modules will be farmed out to participating Associated Centres, using designs and plans suggested by a special Planning Group.

---

* Arranged in the order of priority recommended by the Regional Experts Meeting (Bangkok: 25 February - 4 March 1974)

c) Development of Alternative Structures and Methods in Teacher Training (Project No. : TT/3)

Based on the outcomes of preliminary studies on new or proposed structures and methods for teacher education in and outside the region, and on the new roles teachers must play in national development processes, a workshop for specialists will formulate alternative ways in which the problems of quantitative output and qualitative reform in teacher education may be realistically dealt with in conditions prevailing in Asia.

Issues for study would include, among many other issues: the full use of educational resources in local communities within and outside the formal system; the use of distance learning techniques; reform of pre-service training so as to make it relevant to teaching in rural conditions. The proposed alternative models will be field-tested in selected teacher training institutes, with ACEID providing technical assistance, on request. The results will be widely disseminated.

PROGRAMME AREA 6: SCIENCE EDUCATION

The projects under this Programme Area have as their general objectives the establishment of a science education information system, the stimulation of co-operative action-research and pilot projects, the exchange of personnel among science development centres, curriculum reform and development of instructional materials, and the training and orientation of key personnel of national science education programmes. The focus is on science education at the first level of education.

Seven projects have been suggested, of which the first three form an integrated package for science education at the first level of education.

a) A Co-operative Project for the Development and Production of Exemplar Modules (Project No. : Sc. Ed. /1.1)

The objective of this project is to support reforms for the improvement of quality of science teaching through the production and dissemination of exemplar instructional modules, the development of techniques and processes to generate the modules, and the provision of technical guidelines and training experiences to science curriculum development personnel in the Member States. The project has four components, namely: (i) survey of on-going conventional and innovative practices; (ii) the development and production of modules; (iii) training; and (iv) evaluation. The guidelines and methodology for this work will be drafted by a Regional Technical Working Group in Science Education.

The formulation, testing and production of the modules will be entrusted to Writing Groups at Associated Centres or elsewhere in the participating Member States, with technical assistance from the ACEID Task Force. The Task Force will also assist Member States, on request, in conducting training courses and adaptations of the exemplar modules.

b) A Co-operative Project for the Development and Production of Prototype Science Equipment and Kits (Project No. : Sc. Ed. /1. 2)

Curriculum changes in science education over the past ten years have placed emphasis on active pupil participation in the learning process. This would imply that the pupil is provided with adequate low-cost materials and equipment. However, the production and supply of materials and equipment have not been able to keep pace with curriculum development.

The aims of the project are to promote inter-country exchange of manufacturing drawings and procedures; to design prototype equipment and kits for science education; and to assist Member States in actually producing the new equipment and kits, taking due consideration of educational needs, availability of raw materials and industrial and economic limitations.

Guidelines and manufacturing drawings will be prepared at the regional level while field trials will be carried out in the Member States with the collaboration of existing workshops.

c) In-service Teacher Education for Science in Basic Education (Project No. : Sc. Ed. /1. 3)

The unconventional demands made on teachers in connection with innovations in science education necessitate the design and development of exemplar teacher training materials which focus on the new tasks of teachers. The development of these modules and materials through selected Associated Centres will be supported.

Subsequently, training and orientation workshops for appropriate professional groups such as teacher educators and supervisors will be organized at the sub-regional level and, on request, also at the country level to promote and introduce the new materials.

d) Development of Materials in Science for Non-Formal Education, for Out-of-School Children (Project No. : Sc. Ed. /2)

In the first instance, the project will, in collaboration with the Government concerned, be worked out and installed in only one country where a beginning might have been made. The objectives will be to design, develop and produce : (i) suitable self-instructional materials ; (ii) materials for community resource persons who guide the programme ; (iii) software materials for mass media ; and (iv) motivational materials to enlist parent involvement. A National Project Team will be formed and trained. It will, with technical assistance from ACEID, carry out project activities, including a survey of need patterns and resources available, the development and field testing of instructional materials and software, and the training of personnel who will be conducting the programme at the local level. The experiences and results will be shared with other Member States.

e) Promotion of Action-Oriented Research Studies in Science Education (Project No. : Sc. Ed. /3)

There is need to promote and encourage studies in such fields as learning and teaching, and in the socio-economic, cultural, psychological and environmental factors that affect science education. On-going research studies in the Member States which may be of regional interest will be facilitated and supported. Assistance will be given in determining problem areas for action-research projects in science education. Supporting information and research data will be collected. A Regional Design Workshop will produce exemplar research designs. The ACEID Task Force services will also be made available, on request, to the Member States to provide technical assistance.

f) Handbook for Design, Manufacturing and Maintenance of School Science Equipment and for Design of Laboratory and Storage Facilities (Project No. : Sc. Ed. /4)

Most Asian countries face the threefold problem of : (i) lack of physical materials for effective school science education ; (ii) insufficient country-based manufacturing facilities of these materials ; and (iii) insufficient reserves of foreign currencies to enable them to purchase large quantities of school science equipment abroad. The Handbook, as described in the title of this project, would assist educational authorities in their endeavours to initiate local design and production of teaching/learning materials, including equipment. The Handbook will be a joint production of the Technical Working Group in Science Education, the Associated Centres assisted by a panel of specialists and writers, and the ACEID Task Force.

g) The Regional Experts Meeting recommended that the activities in the Programme Area of Science Education should be extended also to the second level of education, mainly focused on inter-country sharing of experiences.